

Word Problems to 100

Unit 6 Overview: 9 lessons

Students solve story problems within 100 of every kind: add to and take from, put together and take apart, and compare, with the missing number at the end, in the middle or at the start. They show their thinking on open number lines, number bonds and bar models, then solve stories with two steps or three numbers and choose whether to add or subtract. Each lesson starts by picturing the story before writing a number sentence. Lesson 6.9 (writing a story for a number sentence) is taught in 2nd grade in some states.

THE UNIT, DAY BY DAY

Day 1	Pre-Check	What students already know (page 1 of the test pack).
Day 2	6.1 Add to and take from	I can solve add to and take from stories.
Day 3	6.2 Put together and take apart	I can find the whole or a missing part.
Day 4	6.3 Compare: how many more, how many fewer	I can solve compare stories.
Day 5	6.4 Change unknown and start unknown	I can find what is missing.
Day 6	6.5 Draw a bar model	I can draw a bar model to solve.
Day 7	6.6 Two-step story problems	I can solve two-step stories.
Day 8	6.7 Three numbers in a story	I can add three numbers in a story.
Day 9	6.8 Choose the operation	I can choose to add or subtract.
Day 10	6.9 Write a story for a number sentence ★	I can write a story problem.
Day 11	Unit Review	The review pages, to go over together.
Day 12	Unit Test	Form A; Form B (other numbers) is for a retest.

★ Taught in 2nd grade in some states. Skip these lessons if yours teaches them in another grade; animalmath.com/standards shows your state's list.

GET READY FOR THE UNIT

- Base-ten blocks (rods and unit cubes) for each pair
- Whiteboards and dry erase markers for open number lines and bar models
- Paper strips for bar models, and a paper bag
- A class chart of the kinds of story, with a bar model for each
- Story cards with two-digit numbers, of mixed kinds

HOW EACH LESSON GOES

- 1. Warm up** (5 min)
- 2. Teach** (10 min)
- 3. Try it together** (10 min)
- 4. Practice** (15 min)
- 5. Exit ticket** (5 min): a quick check on the lesson.

Each lesson page ends with the Animal Math sheets, makers, tools and quizzes for it. "Sheet 3" is the third worksheet of a pack; a color pack prints each sheet again in black and white.

CHECKING AS YOU GO

EXIT TICKET	2nd Grade Word Problems Exit Tickets: one for every lesson, four to a page
PRINTABLE	2nd Grade Word Problems Test: the Pre-Check, the Unit Review and the Unit Test (Forms A and B), with keys



Word Problems to 100

Lesson 6.1: Add to and take from

GOAL Students solve stories where more come (37 marbles, 26 more) or some go away (91 apples, 47 eaten), show the jumps on an open number line, and write a number sentence and the answer with its label.

About 45 minutes

I can solve add to and take from stories.

THE LESSON

- 1 Warm up** (5 min) Count on and back by tens from a number: 37, 47, 57, 67, then 91, 81, 71. Then add or take away 10 from numbers called out.
- 2 Teach** (10 min) Read: "Jay has 37 marbles. He gets 26 more. How many marbles does he have now?" Draw an open line, put 37 at the left, jump + 20 to 57 and + 6 to 63. Write $37 + 26 = 63$, 63 marbles. Then "There are 91 apples. The class eats 47." Put 91 at the right and jump back 40 to 51, then 7 to 44.
Say: "More came, so I add. Some went away, so I subtract. I jump the tens first, then the ones."
- 3 Try it together** (10 min) Partners solve two stories on whiteboards, one add to and one take from ($29 + 54$, $75 - 28$), each on an open number line, then check each other's jumps.
- 4 Practice** (15 min) Students do sheet 1 (add to) and sheet 2 (take from) of Word Problems Within 100, showing each story on an open number line. Early finishers do sheet 4 of Halloween Word Problems.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 6.1** and circle a face beside the "I can" line. On question 1, look for $48 + 25 = 73$ and the label. On question 2, the line should go back from 64 to 44 to 37 stickers; 43 means the student took 4 from 7 in the ones.

Need help? Act out each story with base-ten blocks: build the start, then add or take away the tens and the ones.

Ready for more? Solve stories that land on 100 exactly, like $63 + 37$, and check with a jump back.

GET READY

- Base-ten blocks for each pair
- Whiteboards and markers

WORDS TO USE

open number line: a line with no marks; you put on only the numbers you need

jump: a hop along the line, like + 20 or - 7

label: the word after the answer, like 63 marbles

ASK

- Did more come, or did some go away?
- Where does your open number line start?
- How many tens did you jump? How many ones?

WATCH FOR

Takes the smaller ones digit from the bigger one ($91 - 47 = 56$). Jump on the open line: back 40 to 51, then back 7 to 44.

Starts a take from line at the smaller number. Ask how many there were at the start; that number goes on the line first.

Leaves off the label. Ask "63 what?" and find the word in the question.

ON ANIMAL MATH

PRINTABLE

Word Problems Within 100: sheets 1-2

PRINTABLE

Halloween Word Problems: sheet 4

MAKER

Word Problems: Problem Type Add To, then Take From, Number Range 10-50, then 1-100

QUIZ

Word Problems Quiz: the Within 100 level

EXIT TICKET

2nd Grade Word Problems Exit Tickets: Exit Ticket 6.1

Word Problems to 100

Lesson 6.2: Put together and take apart

GOAL

Students solve stories about two parts and a whole, where nothing comes or goes: they find the whole (47 brown hens and 38 white hens) or a missing part (93 beads, 56 red, the rest yellow) and show it in a number bond or a bar model.

About 45 minutes

I can find the whole or a missing part.

THE LESSON

- 1 Warm up** (5 min) Show number bonds with a whole and one part: 50 and 20, 70 and 35, 100 and 60. Students write the missing part.
- 2 Teach** (10 min) Read: "A farm has 47 brown hens and 38 white hens. How many hens in all?" Draw a bond with 47 and 38 as the parts and ? as the whole: $47 + 38 = 85$. Then "A jar holds 93 beads. 56 are red. The rest are yellow." Now 93 is the whole and 56 a part: count up from 56 to 93, or $93 - 56 = 37$. Show it as a bar too: 56 and ?, with 93 under both.
Say: "Two parts make the whole. If I know both parts, I add. If I know the whole and a part, I find the missing part."
- 3 Try it together** (10 min) Pairs get a card with a whole and a part and tell two stories about it, one finding the whole and one a part, with a bond for each. Include one where the missing part is the bigger one (60 in all, 18 red).
- 4 Practice** (15 min) Students do sheet 3 of Word Problems Within 100 (number bonds), then sheet 1 of Bar Model Word Problems (read the bar model). Early finishers write a take apart story for a partner.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 6.2** and circle a face beside the "I can" line. On question 1, $39 + 46 = 85$ apples. On question 2, 82 goes at the top of the bond and 35 in a part: 47 crayons. Watch for $82 + 35 = 117$.

Ready for more? Write a take apart story with three parts: 90 crayons, 25 red, 30 blue, the rest green.

GET READY

- Base-ten blocks or cubes in two colors
- Whiteboards and markers

WORDS TO USE

part: one of the groups that make the whole

whole: all of them together

the rest: the other part, the one to find

ASK

- Which number is the whole? How do you know?
- Do you know both parts, or the whole and a part?
- Is your part smaller than the whole?

WATCH FOR

Adds the whole and the part ($93 + 56$). Ask if 93 is all the beads or some of them, and put it at the top of the bond.

Puts the whole in a part circle. The whole is all of them: it goes in the top circle, or under the bar.

Need help? Start with bonds of tens only (50 is 30 and ?), built with base-ten rods.

ON ANIMAL MATH

PRINTABLE

Word Problems Within 100: sheet 3

PRINTABLE

Bar Model Word Problems: sheet 1

MAKER

Word Problems: Problem Type Put Together / Take Apart, Number Range 1-100

EXIT TICKET

2nd Grade Word Problems Exit Tickets: Exit Ticket 6.2

Word Problems to 100

Lesson 6.3: Compare: how many more, how many fewer

GOAL Students compare two amounts: how many more or fewer (73 shells and 38: 35 more), and find a bigger or smaller amount from “more than” or “fewer than” (19 fewer than 65 is 46), counting up on an open number line or with two bars.

About 45 minutes

I can solve compare stories.

THE LESSON

- 1 Warm up** (5 min) Two students build cube trains of 15 and 9; the class says how many more and how many fewer. Then compare 40 and 25 with base-ten rods.
- 2 Teach** (10 min) Read: “Lena has 73 shells. Omar has 38 shells. How many more does Lena have?” Draw two bars, Lena’s longer, with the extra part marked ?. Count up from 38: 2 to 40, 30 more to 70, 3 more to 73, so 35. Write $73 - 38 = 35$. Then “Pia has 65 acorns. Tom has 19 fewer than Pia.” Tom’s bar is shorter: $65 - 19 = 46$.
Say: “I draw two bars to see who has more. The difference is the extra part of the longer bar.”
- 3 Try it together** (10 min) Pairs solve three compare stories with two bars: a how many more, a fewer than and a more than (Ben has 26, Leo has 17 more). Before solving, they say who has more.
- 4 Practice** (15 min) Students do sheet 1 of Compare Word Problems Within 100 (count up on an open number line), then sheet 4 (more than or fewer than). Early finishers do sheet 5 (who has more?).
- 5 Exit ticket** (5 min) Students do **Exit Ticket 6.3** and circle a face beside the “I can” line. On question 1, $61 - 27 = 34$ (or $27 + 34 = 61$) pinecones. On question 2, Zoe has fewer: $54 - 18 = 36$ acorns; a 72 means the student added.

Need help? Compare cube trains lined up side by side, with numbers to 30 first.

Ready for more? Solve the tricky wording on sheet 5: “Kai has 38. That is 16 fewer than Ella has.”

GET READY

- Cube trains in two colors
- Paper strips for bars
- Whiteboards and markers

WORDS TO USE

compare: look at two amounts to see which is more, and by how many

difference: how many more or how many fewer

fewer than: the other group has less

ASK

- Who has more? How do you know?
- Is the answer the extra part or a whole bar?
- Can you check by adding?

WATCH FOR

Adds the two amounts in a how many more story. Draw the two bars: the question asks only for the extra part.

Subtracts in a “more than” story that asks for the bigger amount. Ask who has more and draw that bar longer before choosing + or –.

Gives the bigger number as the answer. Read the question again: how many more, not how many in all.

ON ANIMAL MATH

PRINTABLE

Compare Word Problems Within 100: sheets 1, 4 and 5

MAKER

Word Problems: Problem Type Compare, Number Range 1-100

QUIZ

Word Problems Quiz: the Within 100 level

EXIT TICKET

2nd Grade Word Problems Exit Tickets: Exit Ticket 6.3



Word Problems to 100

Lesson 6.4: Change unknown and start unknown

GOAL Students find a missing change (had 47 stamps, now 81: got 34) or a missing start (some birds, 26 flew away, 48 left: 74 at first) by counting up, thinking addition, or putting the story back together.

About 45 minutes

I can find what is missing.

THE LESSON

- 1 Warm up** (5 min) Hide some blocks in a bag. Drop in 20 more while the class watches; now there are 45. How many were in the bag at first? Then use a new bag: take 30 out, and 16 are left. How many were in it?
- 2 Teach** (10 min) Read: "Ravi had 47 stamps. He got more. Now he has 81." The start and the end are known, so count up: 47 to 50 is 3, to 80 is 30, to 81 is 1, so 34. Write $47 + 34 = 81$. Then "Some birds sat on a wire. 26 flew away. Now 48 are left. How many at first?" Put the 26 back: $48 + 26 = 74$, and write $74 - 26 = 48$.
Say: "I find what I know: the start, the change or the end. Then I count up or put the story back together."
- 3 Try it together** (10 min) Play the bag game: a student puts blocks in or takes them out, and the class writes a number sentence with a box for what is missing and solves it. Do a change unknown and a start unknown.
- 4 Practice** (15 min) Students do sheet 1 of Missing Number Word Problems Within 100 (count up on an open number line), then sheet 3 (number bonds for the start). Early finishers do sheet 2, then sheet 5 (bar models).
- 5 Exit ticket** (5 min) Students do **Exit Ticket 6.4** and circle a face beside the "I can" line. On question 1, $36 + 26 = 62$ or $62 - 36 = 26$ leaves; 98 means the student added the two numbers. On question 2, the blank is 63, the owls at first; 15 means the student subtracted.

Ready for more? Write a start unknown story for a partner to solve with a bar model.

GET READY

- Two paper bags and base-ten blocks
- Whiteboards and markers

WORDS TO USE

change: how many came or went in the story

start: how many there were at first

count up: jump from the smaller number to the bigger one

ASK

- What do you know: the start, the change or the end?
- Were there more at the start or at the end?
- Put your answer in the story. Does it work?

WATCH FOR

Adds the two numbers in a change story ($47 + 81$). Act it out: start with 47 and add until there are 81; count only the new ones.

Subtracts when the start is missing ($48 - 26$). Ask whether there were more at the start or now, and put the 26 back.

Writes the end number as the answer. Point to "at first" in the question.

Need help? Play the bag game with tens only: some in the bag, 30 more, now 70.

ON ANIMAL MATH

PRINTABLE

Missing Number Word Problems Within 100: sheets 1-3 and 5

MAKER

Word Problems: Problem Type Change Unknown, then Start Unknown, Number Range 1-100

EXIT TICKET

2nd Grade Word Problems Exit Tickets: Exit Ticket 6.4

Word Problems to 100

Lesson 6.5: Draw a bar model

GOAL Students draw a bar model for a story, the parts side by side with the whole under them or two bars to compare, put the story's numbers on it with ? for the unknown, then write a number sentence and solve.

About 45 minutes

I can draw a bar model to solve.

THE LESSON

- 1 Warm up** (5 min) Show a bar model with 30 and 20 and a brace under both. Students tell a story that fits it.
- 2 Teach** (10 min) Read: "A class has 46 pencils. It gets 29 more. How many are there now?" Draw two boxes, 46 longer than 29, and a brace under both with ?: $46 + 29 = 75$. Then "There are 84 seeds. 37 are planted. How many are left?" Here 84 is the whole: draw one bar for 84 split into 37 and ?, so $84 - 37 = 47$. Show a compare story as two bars, one under the other.
Say: "I draw the parts and the whole first. The ? shows what to find, so I know whether to add or subtract."
- 3 Try it together** (10 min) Pairs draw a bar model for three stories on whiteboards (an add to, a take apart and a compare) and swap with another pair to check where the ? goes.
- 4 Practice** (15 min) Students do sheet 3 of Bar Model Word Problems (write the numbers in), then sheet 5 (draw a bar model). Early finishers do sheet 4 (two bars to compare) and sheet 2 (the ? in other places).
- 5 Exit ticket** (5 min) Students do **Exit Ticket 6.5** and circle a face beside the "I can" line. On question 1, look for 54 and 38 in the boxes and 92 crayons. On question 2, the model should show 73 as the whole with 45 as one part: 28 fish. A model with 73 and 45 as two parts gives 118.

Need help? Read the finished models on sheet 1 before drawing, and use cube trains as bars.

Ready for more? Draw a bar model for a two-step story, then solve it.

GET READY

- Paper strips, or whiteboards and markers
- The class chart of the kinds of story

WORDS TO USE

bar model: boxes for the parts, with the whole under them

brace: the curved line under the parts that shows the whole

?: marks the number to find

ASK

- Which number is the whole? Where does it go?
- Where does the ? go?
- Does your number sentence match your model?

WATCH FOR

Draws the parts longer than the whole. Lay the part strips along the whole strip: together they are just as long.

Puts every number in a box, even the whole.

Ask if 84 is all the seeds or some of them; all of them goes under the brace.

ON ANIMAL MATH

PRINTABLE

Bar Model Word Problems: sheets 2-5

MAKER

Word Problems: Problem Type Bar Model, Number Range 1-100

EXIT TICKET

2nd Grade Word Problems Exit Tickets: Exit Ticket 6.5

Word Problems to 100

Lesson 6.6: Two-step story problems

GOAL Students solve two-step stories (45 cards, 27 more, then 19 given away) by finding the answer to step 1, using it in step 2, and writing a number sentence for each step.

About 45 minutes

I can solve two-step stories.

THE LESSON

- 1 Warm up** (5 min) Solve a one-step story aloud, then add a sentence to it: "Then 10 more come." Students give the new answer. Do two more.
- 2 Teach** (10 min) Read: "Kofi has 45 cards. He gets 27 more. Then he gives away 19. How many cards does he have now?" Underline the two things that happen. Step 1: $45 + 27 = 72$. Step 2 starts with 72: $72 - 19 = 53$. Show both steps on one open line: from 45 jump on 27 to 72, then back 19 to 53.
| Say: "I solve the first part, then use that answer in the second part."
- 3 Try it together** (10 min) Pairs solve two two-step stories, writing Step 1 and Step 2: one that adds then subtracts, one that subtracts then adds (51 bees, 17 fly away, then 26 come). They circle the step 1 answer where it is used again.
- 4 Practice** (15 min) Students do sheet 3 of Two-Step Word Problems (an open number line for each step), then sheet 4 (a number sentence for each step). Early finishers do sheet 5, then the Two Steps level of the quiz.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 6.6** and circle a face beside the "I can" line. On question 1, Step 1 is $34 + 28 = 62$ and Step 2 is $62 - 15 = 47$ blocks; 62 as the answer means only one step. On question 2, look in the box for $42 - 16 = 26$, then $26 + 23 = 49$ owls.

Ready for more? Solve a two-step compare story: Ana has 32, Ben has 14 more; how many do they have in all?

GET READY

- Whiteboards and markers
- Base-ten blocks for each pair

WORDS TO USE

step: one part of the problem, solved before the next

step 1 answer: the number found first and used again in step 2

then: a word that often starts the second step

ASK

- What happens first? What happens next?
- Where do you use the step 1 answer?
- Does the answer make sense?

WATCH FOR

Stops after step 1. Read the question again: has all of the story been used?

Uses the first number again in step 2 (45 – 19). Circle the step 1 answer and draw an arrow to where step 2 starts.

Adds all three numbers. Act it out: did the 19 come or go away?

Need help? Solve step 1 with blocks, leave them out, then do step 2 with the same blocks.

ON ANIMAL MATH

PRINTABLE

Two-Step Word Problems: sheets 3–5

MAKER

Word Problems: Problem Type Two Steps, Number Range 1–100

QUIZ

Word Problems Quiz: the Two Steps level

EXIT TICKET

2nd Grade Word Problems Exit Tickets: Exit Ticket 6.6

Word Problems to 100

Lesson 6.7: Three numbers in a story

GOAL Students add three numbers in a story (26 apples, then 37, then 14) by finding two whose ones make a ten and adding them first: $26 + 14 = 40$, then $40 + 37 = 77$.

About 45 minutes

I can add three numbers in a story.

THE LESSON

- 1 Warm up** (5 min) Call a number; students say the ones that make a ten with it: 23 (7), 45 (5), 19 (1). Then add pairs: $23 + 17$, $45 + 15$.
- 2 Teach** (10 min) Read: "Sam picks 26 apples, then 37, then 14. How many apples does he pick?" Write $26 + 37 + 14$. Look at the ones: 6 and 4 make a ten, so add $26 + 14 = 40$ first, then $40 + 37 = 77$. Show that adding in order, $26 + 37 = 63$ and $63 + 14 = 77$, gives the same answer with more work.
Say: "I can add in any order. I look for ones that make a ten and add those first."
- 3 Try it together** (10 min) Pairs solve three-number stories on whiteboards, circling the pair they add first: 25, 36 and 15; 12, 41 and 18; and 22, 31 and 15, which has no ten, so they add in order.
- 4 Practice** (15 min) Students do sheet 1 of Two-Step Word Problems (circle the two numbers whose ones make a ten) and sheet 2 (add three numbers on an open number line).
- 5 Exit ticket** (5 min) Students do **Exit Ticket 6.7** and circle a face beside the "I can" line. On question 1, 33 and 27 should be circled, then 78 apples. On question 2, $14 + 35 + 16 = 65$ blocks; look for 14 and 16 added first to make 30.

Ready for more? Add four numbers in a story: 21, 12, 49 and 18.

GET READY

- Base-ten blocks for each pair
- Whiteboards and markers

WORDS TO USE

ones make a ten: ones digits that add to 10, like 6 and 4

add first: add these two before the third

in all: all the numbers added together

ASK

- Which two numbers did you add first? Why?
- Did you use all three numbers?
- Would another order give the same answer?

WATCH FOR

Adds only two of the numbers. Tick each number as it is added.

Forgets the new ten ($26 + 14 = 30$). Use blocks: 6 ones and 4 ones make a new ten, so 4 tens.

Need help? Build each number with base-ten blocks and push the pair whose ones make a ten together first.

ON ANIMAL MATH

PRINTABLE

Two-Step Word Problems: sheets 1-2

MAKER

Word Problems: Problem Type Three Numbers, Number Range 10-50

TOOL

Base Ten Blocks: select ten ones and press Put Together

EXIT TICKET

2nd Grade Word Problems Exit Tickets: Exit Ticket 6.7

Word Problems to 100

Lesson 6.8: Choose the operation

GOAL Students read stories of every kind mixed together, decide what happens, choose to add or subtract, and check that the answer makes sense, even when a word like “more” points the wrong way.

About 45 minutes

I can choose to add or subtract.

THE LESSON

- 1 Warm up** (5 min) Read short stories; students hold up + or – before solving: 45 kids, then 20 more come, how many now? 30 cats and 42 dogs, how many more dogs? 60 cars, 24 red, the rest blue, how many blue?
- 2 Teach** (10 min) Read: “Mo has 47 stickers. He needs 75. How many more does he need?” Draw a bar: 75 is the whole and 47 a part, so $75 - 47 = 28$, or count up from 47. The word “more” does not always mean add. Then “37 ducks are on the grass and 44 are in the pond. How many in all?” Two parts make the whole: $37 + 44 = 81$.
Say: “I don’t just look for a word. I picture the story, find the whole, then choose to add or subtract.”
- 3 Try it together** (10 min) Pairs pull story cards, sort each onto the class chart, then solve it. Include a “more” story that subtracts.
- 4 Practice** (15 min) Students do sheet 4 of Word Problems Within 100 (circle the number sentence) and sheet 5 (add or subtract?). Early finishers do sheets 3 and 4 of Halloween Word Problems.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 6.8** and circle a face beside the “I can” line. On question 1, $46 + 27 = \square$ should be circled: 73 frogs. On question 2, Tia needs 28 more acorns ($38 + 28 = 66$ or $66 - 38 = 28$); a 104 means the student added because of “more.”

Need help? Sort stories by what happens before solving any, with numbers to 50.

Ready for more? Write two stories with 35 and 62, one that adds and one that subtracts.

GET READY

- The class chart of the kinds of story
- Story cards of mixed kinds
- Whiteboards and markers

WORDS TO USE

add: put groups together, or find the bigger amount

subtract: take away, or find a missing part or a difference

makes sense: fits the story when you read it back

ASK

- What happens in this story? Show me.
- Will the answer be more or less than the biggest number?
- Does your answer make sense in the story?

WATCH FOR

Adds whenever a story says “more.” Draw a bar model before choosing + or –.

Writes the numbers in the order they come: 47 – 75. Find the whole or the bigger amount and start there.

Gets more left than there were at the start. Read the story back with the answer in it.

ON ANIMAL MATH

PRINTABLE

Word Problems Within 100: sheets 4-5

PRINTABLE

Halloween Word Problems: sheets 3-4

MAKER

Word Problems: Problem Type All Types, Number Range 1-100

QUIZ

Word Problems Quiz: the Within 100 level

EXIT TICKET

2nd Grade Word Problems Exit Tickets: Exit Ticket 6.8

Word Problems to 100

Lesson 6.9: Write a story for a number sentence

GOAL

Students write a story problem for a number sentence ($71 - 36 = \square$) or a bar model, with a question at the end, solve it, and trade with a partner to check that the story and the number sentence match.

About 45 minutes

★ Taught in 2nd grade in some states

I can write a story problem.

THE LESSON

- 1 Warm up** (5 min) Tell a story with no question: "Lia has 56 grapes. Her mom gives her 17 more." Students give a question that fits, then answer it.
- 2 Teach** (10 min) Write $71 - 36 = \square$. Think aloud while writing a story: who (Leo), what (71 cards), what happens (he gives away 36) and the question (How many cards are left?). Check it with blocks: 35. Then show a story that does not match (Leo gets 36 more) and ask why it gives $71 + 36$ instead.
Say: "A story problem tells who, what and what happens, then asks a question. I check it by solving it."
- 3 Try it together** (10 min) As a class, write one story of each kind on the chart for $55 + 29$ or $83 - 46$: more come, some go, parts and whole, compare. Students check each story with blocks.
- 4 Practice** (15 min) Students write stories for the number sentences on sheets 1 and 2 of Write Word Problems Within 100. Early finishers write stories for the bar models on sheet 3 and the missing questions on sheet 4, then their own on sheet 5.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 6.9** and circle a face beside the "I can" line. For $52 - 27$, the story needs 27 taken from 52, a question at the end and the answer, 25 apples. On question 2, any question that asks how many blocks Kai has now is right: 83 blocks.

Need help? Fill in a story frame: "____ has _____. _____ go away. How many _____ are left?"

Ready for more? Write a two-step story or a compare story for a partner to solve with a bar model.

GET READY

- Picture cards (a farm, a pond, a shop)
- Story paper or whiteboards
- Base-ten blocks to check stories

WORDS TO USE

story problem: a story with numbers and a question to answer

question: the last sentence; it asks what to find and ends with ?

match: the story gives the same number sentence

ASK

- What is the question in your story?
- Does your story match the number sentence? Show me with blocks.
- What word goes after your answer?

WATCH FOR

Writes a story with no question. End with "How many ...?" so the reader knows what to find.

Writes an adding story for a subtraction sentence. Solve their story: does it give the number sentence's answer?

Puts the answer in the story. The answer stays a secret: the reader finds it.

ON ANIMAL MATH

PRINTABLE

Write Word Problems Within 100: sheets 1-5

EXIT TICKET

2nd Grade Word Problems Exit Tickets: Exit Ticket 6.9

